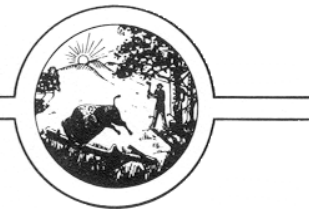


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MEMORANDUM

SE# 05-10

DATE: September 27, 2005

TO: Directors of Special Education
Early Childhood Coordinators

FROM: Sheron Cochran
Education Consultant

RE: Instructions for new Preschool Placement Codes

During the Special Education Directors' Update on August 2, 2005, you received Revised Preschool Placement Codes. This communication is written to provide further guidance to assist in reporting the educational environments on the December 1 Child Count.

You will report an unduplicated count of all children with disabilities ages 3-5 served under IDEA, Part B, by discrete age year and educational environment.

Specific Instructions

Section A: Discrete Age Year of Children with Disabilities Ages 3-5 by Educational Environment

When reporting educational environments for children ages 3 through 5, use the following decision rules to determine which environment to use when reporting each child.

- 1. The first factor to consider is whether the child is attending a regular early childhood program, as defined below. If so, report the child in 30, 31, or 32. Report the child in one of these environments even if the child receives special education services in other environments. Refer to the instructions in the section below to determine which of percent of time category is appropriate.**

Early childhood program. A program that includes at least 50 percent nondisabled children. Early childhood programs include, but are not limited to:

- Head Start;
- kindergarten;
- reverse mainstream classrooms;
- private preschools;
- preschool classes offered to an eligible pre-kindergarten population by the public school system; and
- group child care.

Attendance at an early childhood program need not be funded by IDEA, Part B funds.

2. If the child does not attend a regular early childhood program or kindergarten, the next factor to consider is whether the child attends a special education program, as defined below. If so, report the child in 33, 34, or 35 according to the location of the special education program. Report the child in one of these environments even if the child also receives special education at home or in a service provider location.

Special education program. A program that includes 49% or more children with disabilities. Special education programs include, but are not limited to, special education and related services provided in:

- special education classrooms in regular school buildings;
- special education classrooms in child care facilities, hospital facilities on an outpatient basis, or other community-based settings;
- special education classrooms in trailers or portables outside regular school buildings;
- separate schools; and
- residential facilities.

3. If the child does not attend a regular early childhood program or a special education program, the next factor to consider is whether the child receives some or all of his/her special education services in the home. If the child receives any of his/her special education services in the home, report the child in 37.

4. If the child does not receive any special education services in the home, report the child in row 36.

Calculating Time in Regular Early Childhood Programs

When determining whether to report a child in 30, 31, or 32, you must calculate the percentage of time the child spends in a regular early childhood program. The numerator for this calculation is the amount of time per week the child spends in a regular early childhood program. The denominator for this calculation is the *total number of hours the child spends in a regular early childhood program PLUS any time the child spent receiving special education and related services outside of a regular early childhood program*. The result is multiplied by 100. For example,

- If the child attends a regular early childhood program 6 hours a week and receives special education and related services in a special education program for an additional 4 hours a week, report the child in 31, in the regular early childhood program 40% to 79% of time ($6 \div 10 = .60 * 100 = 60\%$). Include in the denominator any time spent receiving special education in the special education program. This is true even if the child receives little or no special education in the early childhood program.
- If the child attends a regular early childhood program 6 hours a week and receives 1 hour of special education and related services at home and an additional half hour of special education and related services a service provider location, report the child in 30, in the regular early childhood program at least 80% of time ($6 \div 7.5 = 0.8 * 100 = 80\%$).
- If a child is pulled out of the regular early childhood program to receive special education, this is considered time *outside* the regular early childhood program. Include this time in the denominator but not the numerator of the calculation. For example, if a child attends a regular early childhood program for 6 hours a week, and is pulled out of that environment for 2 hours each week to receive speech instruction, report the child in 31, in the regular early childhood program 40% to 79% of time ($4 \div 6 = .67 * 100 = 67\%$).

Preschool Placement Categories

- 30 In the regular early childhood program at least 80% of time. *Unduplicated* total who attended an early childhood program and were in the early childhood program for at least 80% of time (see instructions for Calculating Time in Regular Early Childhood Programs).
- 31 In the regular early childhood program 40% to 79% of time. *Unduplicated* total who attended an early childhood program and were in the early childhood program for no more than 79% but no less than 40% of time (see instructions for Calculating Time in Regular Early Childhood Programs).
- 32 In the regular early childhood program less than 40% of time. *Unduplicated* total who attended an early childhood program and were in the early childhood program for less than 40% of time (see instructions for Calculating Time in Regular Early Childhood Programs).
- 33 Separate class. *Unduplicated* total who attended a special education program in a class with less than 50% nondisabled children. (Do not include children who also attended a regular early childhood program. These children should be reported in columns 30, 31, or 32.)
- 34 Separate school. *Unduplicated* total who received education programs in public or private day schools designed specifically for children with disabilities. (Do not include children who also attended a regular early childhood program. These children should be reported in columns 30, 31, or 32.)
- 35 Residential facility. *Unduplicated* total who received education programs in publicly or privately operated residential schools or residential medical facilities on an inpatient basis. (Do not include children who also attended a regular early childhood program. These children should be reported in columns 30, 31, or 32.)
- 36 Service provider location. *Unduplicated* total who received all of their special education and related services from a service provider, and who did not attend an early childhood program or a special education program provided in a separate class, separate school, or residential facility. For example, speech instruction provided in:
- private clinicians' offices,
 - clinicians' offices located in school buildings,
 - hospital facilities on an outpatient basis, and
 - libraries and other public locations.

Do not include children who also received special education at home. Children who received special education both in a service provider location and at home should be reported in the home category.

- 37 Home. *Unduplicated* total who received special education and related services in the principal residence of the child's family or caregivers, and who did not attend an early childhood program or a special education program provided in a separate class, separate school, or residential facility. Include children who receive special education both at home and in a service provider location.**

CC: Hand Binder
Robert A. Marra